

YEAR 8

CURRICULUM EVENING 2025/26



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

CONTENTS

Introduction.....	3
English.....	4
Mathematics	6
Science.....	8
Geography.....	10
History	12
MFL - French.....	13
MFL - Spanish	15
Art.....	17
Dance	19
Design Technology (DT).....	21
Drama.....	23
ICT & Computing	25
Music.....	27
Physical Education (PE)	29
Religious Education (RE).....	32

INTRODUCTION

WELCOME to The Hamble School's Curriculum Evenings for 2025-2026.

We are sure you will agree that Year 8 is a crucially important year for your child. With this in mind, we want to empower you with the knowledge of what to expect this year with the intention of raising your child's attainment at the end of Year 8.

Within this booklet you will find a detailed overview for each subject. In particular, you will see the topics studied at each stage throughout the year, support available to your child and guidance towards resources for how you can support your child with their learning. This is provided to enable you to have learning conversations with your child.

Should you have further questions, or require further detail on each course, please contact your child's tutor or class teacher in the first instance. Alternatively, contact the Head of Department for the subject who can re-direct your queries on to the relevant teacher. Please send all enquiries to general@thehambleschool.co.uk

ENGLISH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Gothic Exploration of fiction and non-fictional texts, and creative writing.	Nature and the Romantic Exploration of poetry.
Spring	Prejudice Whole class reader. Study of fiction and structure	Prejudice Whole class reader. Transactional writing focus
Summer	Does Power Corrupt? 'Macbeth' Shakespeare Study	Does Power Corrupt? 'Macbeth' Shakespeare Study

SKILLS DEVELOPED

Students will continue to develop their reading and writing skills as they read a wide range of texts based on a theme. Students will develop their critical reading as they explore the methods that writer's use to create meaning. Students will have opportunities to write creatively in response to different tasks and purposes to show their growing knowledge of how to engage and influence readers effectively. Students will also have opportunities to develop their communication skills, through discussion and class debates.

RESOURCES AVAILABLE TO SUPPORT

Homework	Homework focuses on a variety of skills needed in English and is designed to support students with independence. Homework will include vocabulary, historical context, writing for purpose, critical reading and explaining an opinion. Tasks are designed to support with learning in the classroom, either by researching before a topic or practicing skills learned.
-----------------	--

Websites	www.spellzone.co.uk https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	<ul style="list-style-type: none"> • Establish a suitable time and place for completing homework. • Discuss homework. • Monitoring the completion of weekly homework tasks. • Ensure that students are reading for pleasure at home regularly. • Listen to students reading out loud at home to help improve fluency.
Resources	<p>Students need access to Class Charts via a device that has internet. This is the only resource required.</p> <p>Use of the above websites to support understanding and practise.</p>

MATHEMATICS

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Curriculum Overview
Topics Covered	Unit 1: Number 1 - 4 Operations Unit 2: Shape 1 - Area and Volume Unit 3: Number 2 - Special Numbers and Rounding Unit 4: Algebra 1 - Simplifying Unit 5: Handling Data - Representing Data Unit 6: Number 3 - Fractions, Decimals, Percentages Unit 7: Algebra 2 - Equations and Sequences Unit 8: Shape 2 - Angles and Construction Unit 9: Ratio and Proportion Unit 10: Algebra 3 - Coordinates and Linear Graphs Unit 11: Shape 3 - Measurement and Transformations Unit 12: Probability

SKILLS DEVELOPED

Through the mathematics curriculum, students are taught to: 1. Develop fluency 2. Reason mathematically 3. Solve problems
--

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.mathswatch.co.uk www.corbettmaths.co.uk www.oaknationalacademy.co.uk
Homework Support	All MathsWatch questions have paired videos that link with the questions, and MathsWatch marks student answers “live” as they answer. Teachers are available to help with homework at students request in advance of the due date.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of weekly homework tasks. Ensuring students watch the videos on the above websites if unsure.
Resources	Use of the above websites to support understanding and practise.

SCIENCE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

Autumn	Energy Transfers by Heating Photosynthesis Chemical Reactions Part 2 Electricity and Magnetism
Spring	Structure of the Earth Human Machine Genetics
Summer	Motion Metals Acids and Bases

SKILLS DEVELOPED

Working Scientifically. Skills are practised and developed year on year. These include thinking scientifically, planning investigations, lab safety, drawing graphs, evaluating results, writing conclusions.

RESOURCES AVAILABLE TO SUPPORT

Websites	BBC Bitesize KS3 Science - BBC Bitesize Focus eLearning Focus eLearning by Focus Educational Software Ltd. Seneca Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
Homework Support	Speak to teacher in class or via Class Charts. QR codes in Homework Booklets

HOW PARENTS CAN HELP

Homework	<p>Homework will focus on knowledge retention and key scientific vocabulary.</p> <p>Students will receive a homework booklet for each term with a specific page set once a week. This will consist of 3 tasks to complete.</p> <ol style="list-style-type: none">1. Questions to talk about at home. This is to promote students to talk at home about what they have been learning and includes 'go further' questions to extend knowledge.2. A Summary of the weeks learning. Teachers will tell students which lessons to summarise, and students should use their exercise books to write 3-5 bullet points summarising learning.3. A task to complete: This will often be a task based around a specific key word and they will need to complete a Frayer Model for this word. They will be taught how to do this in school. Other tasks might involve learning key information, labelling diagrams or looks at practical work. <p>At the end of each topic in the booklet there will be a list of revision questions which can be used to prepare for the Review Assessment weeks.</p>
Resources	<p>Use of the above websites to support understanding and practise. Also encouraging your child to read Science books that interest them, or watch science documentaries.</p>

GEOGRAPHY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Why and how does our weather change? Exploring weather and climate	Why do some people have less money than others? Exploring development
Spring	Why are glaciers important? Exploring our frozen planet	How does food impact the world? Exploring the geography of food
Summer	Where has the best geography? Developing a sense of place	How does water shape our lives? Exploring the geography of water

SKILLS DEVELOPED

To be confident to interpret and use information from different types of graphs and charts.

To be able to answer geographical questions in detail using data and geographical language (and a range of key terms).

To be able to use a range of sources confidently.

To have a good understanding of how to complete a fieldwork enquiry and collect data using a range of techniques.

RESOURCES AVAILABLE TO SUPPORT

Homework	Homework focuses on knowledge retention. Students will be expected to complete homework to improve their recall of the core skills needed for Geography. Homework will include spelling and reading tasks, as well as creative tasks. Class teachers will give feedback in class and use the information to inform future teaching in order to fill gaps in students' knowledge.
Websites	https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/ https://www.ordnancesurvey.co.uk/mapzone/ https://www.bbc.co.uk/newsround
Homework Support	Class Charts Homework Club

HOW PARENTS CAN HELP

Homework	<ul style="list-style-type: none"> • Establish a suitable time and place for completing homework. • Discuss homework. • Monitoring the completion of weekly homework tasks. • Ensure that students are keeping up to date with World news – and discussing the geography of this news. (Consider the impacts to people, the economy and the environment) • Encourage your child to explore – and practice their map skills. (What direction are they going? Could they plan the route you will take?)
Resources	<p>Students need access to Class Charts via a device that has internet. This is the only resource required.</p> <p>Our school library has a wonderful selection of geographical literature that will help broaden students' understanding.</p>

HISTORY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	How did the Industrial Revolution impact Britain and her people?	Why was WWI so significant?
Spring	Why was WWI so significant?	Did Europe become politically unstable in the interwar period?
Summer	What do sources reveal about WWII and its impact on people's lives?	What was the Holocaust and why did it happen?

SKILLS DEVELOPED IN HISTORY

- Chronological understanding
- Disciplinary Skills – Change & Continuity, Cause & Consequence, Source analysis, Interpretations, Significance
- Key historical themes and knowledge

RESOURCES AVAILABLE AND HOW PARENTS CAN HELP

Websites	https://spartacus-educational.com/ https://www.historylearningsite.co.uk/ https://www.bbc.co.uk/bitesize/subjects/zk26n39
Homework	This is set once per week. Homework on Class Charts which will involve a range of different activities to enrich and deepen students' knowledge.
Reading	Parents can help by encouraging students to regularly read. The websites have short and long sections enabling variation for the students. Our school library has a wonderful selection of historical literature that will help broaden students' understanding.

FRENCH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<ul style="list-style-type: none">Talking about your school life including subjects and timetable.	<ul style="list-style-type: none">Describing your school life including rules and differences between French and English schools.
Spring	<ul style="list-style-type: none">Talking about food and drink (likes, dislikes, order at a restaurant) and learn about a meal from a French speaking country.	<ul style="list-style-type: none">Talking about healthy and unhealthy habits.
Summer	<ul style="list-style-type: none">Talking about TV, cinema and music with a range of opinions and tenses.	<ul style="list-style-type: none">Saying what you use technology for. Talking about the advantages and disadvantages of phones.

SKILLS DEVELOPED

Reading, listening, writing and speaking.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zgdqxb
---	---

HOW PARENTS CAN HELP

Homework	"Total Recall" vocabulary and Grammar on Class Charts.
Resources	Use of the above websites to support understanding and practise.

SPANISH

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<ul style="list-style-type: none">Talking about your school life including subjects and timetable.	<ul style="list-style-type: none">Describing your school life including rules and differences between Spanish and English schools.
Spring	<ul style="list-style-type: none">Talking about food and drink (likes, dislikes, order at a restaurant) and learn about a meal from a French speaking country.	<ul style="list-style-type: none">Talking about healthy and unhealthy habits.
Summer	<ul style="list-style-type: none">Talking about TV, cinema and music with a range of opinions and tenses.	<ul style="list-style-type: none">Saying what you use technology for. Talking about the advantages and disadvantages of phones.

SKILLS DEVELOPED

Reading, listening, writing and speaking.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zfckjxs
---	---

HOW PARENTS CAN HELP

Homework	"Total Recall" vocabulary and Grammar on class Charts.
Resources	Use of the above websites to support understanding and practise.

ART

2025-2026

YEAR 8 TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Theme - Texture <ul style="list-style-type: none"> • Texture drawing – biro • Texture drawing – oil pastel Monoprinting • Collographs (real texture) • Sonia Delaunay 	Theme - Texture <ul style="list-style-type: none"> • Paper textures • Printmaking – Collographs, dry rolling and Monoprinting • Caitlyn Foster responses using monochrome drawing
Spring	Theme- Texture <ul style="list-style-type: none"> • Helen French 'open studio' responses • Combining ideas/design ideas • Final outcomes 	Theme - Portraiture <ul style="list-style-type: none"> • Portrait proportions • Eye Drawing • Alexander Calder – continuous line drawing • Hattie Stewart – 'doodling'
Summer	Theme - Portraiture <ul style="list-style-type: none"> • Marcello Monreal – paper collage • Veerle Symoens – paper collage, portrait manipulation and pattern 	Theme – Portraiture <ul style="list-style-type: none"> • Geraldine Georges – linear pattern • Loui Jover – pattern, colour and shape • Combining ideas/design ideas • Final outcomes

SKILLS DEVELOPED

Drawing and recording, biro drawing, Monoprinting, Collographs, printmaking, paper collage, monochrome drawing, line drawing, pattern, combining ideas, resist methods, drawing with wire, continuous line drawing, responding to artists (Sonia Delaunay, Caitlyn Foster, Helen French, Alexander Calder, Hattie Stewart, Marcello Monreal, Veerle Symoens, Geraldine Georges, Loui Jover)

RESOURCES AVAILABLE TO SUPPORT

Websites	Tate Kids - www.tate.org.uk/kids BBC Bitesize - www.bbc.co.uk/bitesize/subjects/z6hs34j YouTube drawing tutorials (various topics) Student Art Guide - www.studentartguide.com/
Homework Support	Access to art rooms break, lunch and after school (by prior arrangement) if specialist equipment is needed to complete tasks.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of weekly homework tasks. Monitoring the completion of larger project homeworks to ensure students are on track for the deadline.
Resources	Supply students with specialist art equipment where possible. Advice available from art staff as to where this can be bought.

DANCE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1
Autumn	Topic: Mission Impossible <ul style="list-style-type: none">• Basic body actions in dance: Jump, Turn, Stillness, Gesture and Travel.• Learn and perform a taught technical study with accuracy and timing.• Implement choreographic devices such as accumulation/ repetition and contrast.• Choreograph movements that show the theme• Demonstrate physical skills (e.g.) extension, control and strength as appropriate to the style.
Spring	Topic: Martin Luther King <ul style="list-style-type: none">• Learn and perform a technical study in the contemporary style.• Demonstrate physical skills (e.g.) extension, control and strength as appropriate to the style.• Demonstrate expressive skills (e.g.) focus, projection and musicality• I can use text and images as a stimulus for movement.• Demonstrate effective collaboration, leadership, and responsiveness within group work.• Observe and evaluate dance performances, using appropriate terminology to reflect on strengths and areas
Summer	Topic: Street Dance <ul style="list-style-type: none">• Describe the origins of Street Dance and understand its development over time• Learn and perform a technical study in the Street Dance style.• Develop the technical study by using motif development (action, space, dynamics, relationships) to represent their chosen artwork.• Demonstrate physical skills (e.g.) extension, control and strength as appropriate to the style.• Demonstrate expressive skills (e.g.) focus, projection and musicality as appropriate to the style.• Demonstrate technical skills (e.g.) timing, movement accuracy and ASDR as appropriate to the style.• Observe and evaluate dance performances, using appropriate terminology to reflect on strengths and areas for development in my own and others' work.

SKILLS DEVELOPED

Knowledge of Action, Space and Dynamics Technical, Expressive and Appreciation Skills.

RESOURCES AVAILABLE TO SUPPORT

Homework Support	Class Charts, Homework Club (T2)
Resources	https://www.bbc.co.uk/bitesize/topics/zw2h34j

HOW PARENTS CAN HELP

Homework	Homework focuses on vocabulary and literacy through online quizzes and knowledge organisers. Students may wish to practise at home.
-----------------	---

DESIGN TECHNOLOGY

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

Design Technology Materials Windchime	Materials The sustainability of materials and what impact they have on the environment What stock forms timbers are available in How designers use the 6Rs to ensure their products are environmentally friendly as possible How to use specific tools to create a working product
Design Technology CAD Architecture	Architecture Drawing skills to create a range of design ideas Energy sources and the difference between fossil fuels and renewable energies Modelling and construction skills using the appropriate tools Using CAD to create working drawings
Design Technology Fabric Zero waste case	How do the Textile industry deal with the waste from manufacturing products and what is the environmental impact of this? Using different designers to influence your work Sewing techniques and using hand techniques as well as machine to create a finished product
Food Technology	Food preparation and nutrition Looking at the Eat well plate and the 8 healthy tips for a balanced diet What is seasonal produce and why do we need to consider this when planning our meals Where does our food come from and what is Food miles? How to stop cross contamination in a kitchen so you are working safely

SKILLS DEVELOPED

Technical knowledge, analysing, designing, evaluating, practical skills

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	https://www.bbc.co.uk/bitesize/subjects/z23vkhv https://www.foodafactoflife.org.uk/11-14-years/
Homework Support	The websites above and speaking with or messaging your teacher on Class Charts.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of the material area homework which will be given out at the start of each new topic and will be completed in their homework books
Resources	Use of the above websites to support understanding and practise.

DRAMA

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Topic: 'Teechers' – Scripted and Devised Comedy <ul style="list-style-type: none"> • Accurately interpret stage directions and dialogue • Create a clear and exaggerated character using vocal and physical skills • Effectively use direct address and multirole in performance • Identify and mark key moments of comedy • Use split stage effectively • Create contrasts in performance 	Topic: 'Teechers' Devising Comedy <ul style="list-style-type: none"> • Create an original devised piece • Create comedy for the audience • Present a current social issue • Perform using multirole effectively • Plan an episodic structure • Use inventive transitions • Create moments of contrast for the audience • Include devices to meet my performance aims, direct address, split-stage, slow motion
Spring	Topic: Documentary Theatre – Scripted and Devised Performance. <ul style="list-style-type: none"> • Know and understand the aims and conventions of Documentary Theatre? • Identify the use of Drama devices in a scripted performance work • Demonstrate empathy • Explore the responsibilities of a Theatre Director • Use pace to create mood and atmosphere. 	Topic: Documentary Theatre <ul style="list-style-type: none"> • Rehearse and perform an original piece of devised theatre • Work collaboratively to explore a stimulus • Complete independent research around a historical event • Use verbatim techniques to develop a sensitive role/s in performance • Reflect on how successfully my performance work meets its dramatic intentions.

Summer	Topic: Reviewing Live Theatre <ul style="list-style-type: none"> Analyse a professional Consider the impact of theatrical decisions on the audience Assess the merit of different approaches Review a professional performance 	Topic: Puppetry <ul style="list-style-type: none"> Learn how to manipulate a puppet using breath, focus and weight present a story using puppetry and soundscape create suspense and tension use sound to create mood/atmosphere for my performance
---------------	---	--

SKILLS DEVELOPED

Characterisation Skills, Storytelling Techniques, Dramatic Intentions, Interpreting Script, Analysing Theatre

RESOURCES AVAILABLE TO SUPPORT

Websites	https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt https://www.youtube.com/@NationalTheatre
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	Homework focuses on either the development of descriptive, analytical or evaluative language or will be project based, culminating in a specific theatre designer task. Students are expected to use the videos and links provided within the homework task to support if they need help. Class teachers will check homework, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching.
Resources	https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt

ICT AND COMPUTING

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Media: Vector Graphics – Creating vector graphics through objects, layering, and path manipulation.	Bebras Challenge – a series of interactive tasks designed to encourage logical thinking and problem solving. Layers of Computer Systems – Exploring the fundamentals elements that make up a computer system.
Spring	Developing for the Web – Using HTML and CSS to create webpages.	Representations: From clay to silicon – Representing numbers and text using binary digits
Summer	Mobile app development – Using event-driven programming to create an online gaming app	Introduction to Python – applying the programming constructs of sequence, selection, and iteration in Python.

SKILLS DEVELOPED

- Throughout KS3 the ICT and Computing program of study covers each of the 10 areas below in years 7, 8, and 9.
 - **Algorithms** – Be able to comprehend, design, create, and evaluate algorithms
 - **Computer networks** – Understand how networks can be used to retrieve and share information, and how they come with associated risks.
 - **Computer systems** – understand what a computer is, and how its constituent parts function together as a whole
 - **Creating media** – select and create a range of media including text, images, sounds, and video

- **Data and information** – understand how data is stored, organised, and used to represent real-world artefacts and scenarios
- **Design and development** – understand the activities involved in planning, creating, and evaluating computing artefacts
- **Effective use of tools** – use software tools to support computing work
- **Impact of technology** – understand how individual systems, and society as a whole interact with computer systems
- **Programming** – create software to allow computers to solve problems
- **Safety and security** – understand risks when using technology, and how to protect individuals and systems.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	<ul style="list-style-type: none"> • https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/computing • https://www.bbc.co.uk/bitesize/subjects/zvc9q6f
Homework Support	Staff can be messaged through Class Charts or email for support.

HOW PARENTS CAN HELP

Homework	Homework will range from a continuation of lesson content, flipped learning and knowledge retrieval quizzes. Pupils will see the details of homework on Class Charts. If they are required to access Teams, they should do this through www.office.com , and signing in using their school email address (username@thehambleschool.co.uk) and their normal school password.
Resources	Use of the above websites to support understanding and practise.

MUSIC

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Electronic Dance Music To further explore rhythm and texture following on from polyrhythms in year 7. To understand the genre of EDM, where it came from, how it is performed and to be able to compose their own pieces – reviewing and evaluating	
Spring	Composing with Chords To understand how 3 or 4 chords can be the foundation to an entire piece of music, to work with primary and secondary chords within a given key to create a chord sequence and simple melody.	
Summer	Music for Adverts To understand how and why music is used in advertising. To identify the common musical features of music in adverts such as hooks, genre, tempo, tonality, chords and instrumentation. To sequence their own music for an advert using a combination of loops, sequenced parts, FX and SFX.	Twelve Bar Blues To identify the common musical features of blues music and be able to identify, describe and explain the use of musical elements such as pitch, rhythm, tempo and melody, as well as identify bass line, chords and melody line and the 12-bar blues structure.

SKILLS DEVELOPED

Composing music via use of Music Technology, developing performing and compositional skills, to work with primary and secondary chords within a given key to create a chord sequence and simple melody.

RESOURCES AVAILABLE TO SUPPORT

Websites	https://www.bbc.co.uk/bitesize/subjects/zmsvr82
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	Monitoring the completion of fortnightly homework tasks.
Resources	Use of the above websites to support understanding and practise.

PE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<p>Students will rotate across the following 4 topics:</p> <p>Gymnastics – Thinking and Physical ME</p> <ul style="list-style-type: none"> Students apply their learnt shapes into their introduction into flight, looking at performing different shapes during flight and understanding the key aspects of flight, through run-up to landing. <p>Net/Wall – Mindset and Physical ME</p> <ul style="list-style-type: none"> Maintaining a rally in a net and wall game is vital as it promotes both defensive and attacking gameplay, teamwork, and motivates engagement. It enhances a players' ball/shuttle control, communication, and strategic thinking. Activities to develop rallies, positioning and movement through play and simple challenges to more complex concepts such as shot selection and defensive strategies in conditioned game scenarios. 	
Spring	<p>OAA – Social and Thinking ME</p> <ul style="list-style-type: none"> Students will be provided with different problem-solving techniques that require communication, collaboration and leadership; whilst using their analytical skills to solve the problems <p>Invasion Games – Mindset and Physical ME</p> <ul style="list-style-type: none"> Develop ball handling; attacking and defensive principles through tag rugby 	
Summer	<p>Students will rotate across the following 3 topics:</p> <p>Athletics – Thinking and Physical ME</p> <ul style="list-style-type: none"> Develop a solid understanding of the sprint start position; and how to get into the on your marks 	

position, students build to ensure they are in the correct 'set' position and understand the importance of this. Students to recap the sprinting technique and discuss the different phases of a race and how this might impact the technique. Students to look at the upsweep and down sweep change over techniques relay changeover techniques with a focus on ensuring the baton doesn't slow down. In pacing students to look at the basics of pacing and understand the importance of planning the race pace. Students to apply this over a medium distance.

In throwing events students to recap the basic techniques from a stationary position and then are introduced the glide technique in short put and a short run up in javelin. Students recap the rules of throwing events and the safety procedures surrounding these

Net/Wall (Tennis) – Mindset and Physical ME

- Starting a rally in net and wall games is crucial as it sets the foundation for gameplay, promoting skill development and engagement. By developing serving and returning skills in a progressive manner, students can confidently and competently initiate rallies in net and wall games, leading to engaging and competitive gameplay. Explore basic movement and sport specific skills including court positioning, hand eye coordination, ball/shuttle control, timing, accuracy etc. to more challenging strategic and creative decisions including placement, shot selection and disguise.

Striking and Fielding Games – Social and Physical ME

- Develop basic fielding, batting and bowling skills through the striking and fielding game of rounders. Students will develop basic batting techniques and stance, start to develop a rounders bowling action and understand the importance of fielding within these games.

SKILLS DEVELOPED

Physical ME – Linking Basic Skills

Social ME – Collaboration
Mindset ME – Resilience
Thinking ME – Evaluation

RESOURCES AVAILABLE TO SUPPORT

Websites	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education
Extra-Curricular Timetable	https://www.thehambleschool.co.uk/extra-curricular-activities/

HOW PARENTS CAN HELP

Resources	Encourage participation in extra-curricular activities to develop and build key skills.
------------------	---

RE

2025-2026

TOPICS TO BE COMPLETED THIS YEAR IN RE:

	Term 1	Term 2
Autumn	Topic 1: Christianity Continuing to build upon and deepen our knowledge of Christian beliefs and practices	Topic 2: Non-religious world views Exploring non-religious worldviews and their place in the UK today
Spring	Topic 3: Islam A depth study of the world's second largest religion	Topic 4: The Origins of Life Exploring different worldviews about the origins of life and the universe
Summer	Topic 5: Judaism A depth study of the Abrahamic faith of Judaism	Topic 6: Religion and Art An investigation into the world of religion and art

SKILLS DEVELOPED IN RELIGIOUS EDUCATION:

- Confidently describe the variety of religious and non-religious traditions that make up our local, national and global community
- Evaluate the impact of beliefs on individuals and communities using well-informed judgements
- Pose questions to others, with a clear understanding of the purpose of the line of questioning

RESOURCES AVAILABLE AND HOW PARENTS CAN HELP:

Websites	<p>Christianity: Facts about Christianity – KS3 Religious Studies – BBC Bitesize</p> <p>Non-Religious Worldviews: Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize</p> <p>Judaism: KS3 Religious Studies - BBC Bitesize</p> <p>Islam: KS3 Religious Studies - BBC Bitesize</p> <p>Religion and Art: https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zjqcf4j</p> <p>For more detailed links, please message your classroom teacher for specifics.</p>
Homework	<p>Engage in discussions relating to homework tasks in order to draw out the deeper meanings of topics.</p>
Reading	<p>Encourage an approach to reading materials with the aim of understanding the worldview of their author and intended audience. Ask your child to consider, too, the views that they bring with them when reading.</p>

NOTES

[illegible]



T: 023 8045 2105 • general@thehambleschool.co.uk
www.thehambleschool.co.uk
www.facebook.com/thehambleschool • x.com/TheHambleSchool

The Hamble School, Satchell Lane, Hamble, Southampton SO31 4NE

Reception is open during the school term from 8am until 4pm from Monday to Thursday and 8am until 3:30pm on Friday.